

Strategic Human Resource Practices for Faculty Development in Business and Accountancy Education: Basis for a Faculty Development Framework

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Abstract

This study examined the implementation of strategic human resource practices and their influence on faculty development among full-time Business and Accountancy faculty members in selected higher education institutions (HEIs) in Leyte, Philippines. Specifically, it assessed the level of implementation of strategic human resource practices in terms of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement, as well as the level of faculty development in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence. The study employed a quantitative descriptive-correlational research design involving 278 faculty respondents selected using the Raosoft sample size calculator. Data were collected through a validated structured questionnaire and analyzed using weighted mean, standard deviation, Pearson Product-Moment Correlation, and Multiple Linear Regression. The findings revealed that strategic human resource practices were highly implemented, while faculty development was highly developed across the participating institutions. A significant positive relationship was found between strategic human resource practices and faculty development, indicating that effective human resource management contributes substantially to enhancing faculty competencies and professional growth. Furthermore, selected dimensions of strategic human resource practices significantly predicted faculty development. Based on these findings, a Faculty Development Framework was proposed to strengthen strategic human resource practices, promote continuous professional development, improve institutional effectiveness, and support sustainable academic excellence in Business and Accountancy education. The study provides empirical evidence that strategically aligned human resource initiatives are essential for developing competent faculty members and enhancing the quality and competitiveness of higher education institutions.

Keywords: Strategic Human Resource Practices, Faculty Development, Business and Accountancy Education, Higher Education Institutions, Faculty Competence, Human Resource Management, Faculty Development Framework

CHAPTER 1**THE PROBLEM AND ITS BACKGROUND****Introduction**

Higher education institutions (HEIs) are operating in an increasingly dynamic environment shaped by globalization, digital transformation, rapid technological advancements, evolving labor market demands, and more rigorous quality assurance standards. These developments have transformed the roles of faculty members beyond traditional teaching responsibilities to include research productivity, community engagement, curriculum innovation, international collaboration, and institutional leadership. Consequently, HEIs are expected to strategically manage their human resources to ensure that faculty members continuously develop the competencies necessary to achieve academic excellence and institutional competitiveness. Strategic Human Resource Management (SHRM) has emerged as a critical organizational approach that aligns human resource policies and practices with institutional goals through strategic recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. Such practices have been shown to significantly improve employee competence, job satisfaction, organizational commitment, employee engagement, and overall organizational performance (Ali et al., 2020; Anwar & Abdullah, 2021; Chanana & Sangeeta, 2021; Tensay & Singh, 2020; Shadid et al., 2024). In the Philippine context, the Commission on Higher Education (CHED) continues to recognize faculty development as a fundamental component of quality assurance, emphasizing the need for higher education institutions to strengthen faculty capabilities in support of quality instruction, research, extension, and institutional excellence.

Business and Accountancy education presents distinct challenges due to the continuously evolving nature of business environments, financial reporting standards, artificial intelligence applications, financial technologies, business analytics, sustainability practices, entrepreneurship, and global business trends. These developments require faculty members to possess not only strong disciplinary expertise but also the ability to adapt to emerging pedagogical approaches, integrate digital technologies into instruction, conduct meaningful research, and establish strong linkages with industry. Consequently, faculty development has evolved into a strategic institutional priority that extends beyond traditional professional development activities toward a comprehensive system of continuous learning, mentoring, leadership development, competency enhancement, performance evaluation, and career advancement. Strategic human resource practices therefore serve as essential organizational mechanisms that cultivate faculty competence, strengthen employee engagement, improve job satisfaction, and enhance institutional performance by creating supportive learning environments that encourage professional growth and organizational commitment (Ali et al., 2020; Chanana & Sangeeta, 2021; Shadid et al., 2024; Tensay & Singh, 2020). Institutions that effectively integrate strategic human resource management into faculty development initiatives are better positioned to respond to educational reforms while sustaining academic quality and organizational resilience.

Despite the increasing recognition of faculty development as a strategic organizational investment, many higher education institutions continue to experience challenges related to faculty retention, research productivity, instructional innovation, digital competency development, leadership succession, and employee engagement. While numerous studies have established the positive relationship between strategic human resource practices and organizational performance, much of the existing literature has focused on corporate organizations or examined individual human resource functions independently (Ali et al., 2020; Anwar & Abdullah, 2021). Comparatively fewer studies have investigated the collective

influence of strategic human resource practices on faculty development within Business and Accountancy education, particularly in the context of Philippine higher education institutions. This gap highlights the need to generate empirical evidence on the strategic human resource practices that most effectively contribute to faculty development. Hence, this study seeks to examine the strategic human resource practices implemented in Business and Accountancy education as the basis for developing a Faculty Development Framework that will support faculty competence, organizational effectiveness, and sustainable academic excellence.

Background of the Study

The quality of higher education is fundamentally anchored on the competence and capability of its faculty members, making human resource management a critical strategic function in higher education institutions (HEIs). As universities continue to respond to globalization, digital transformation, technological disruption, and increasing quality assurance requirements, the role of Strategic Human Resource Management (SHRM) has evolved from performing administrative functions to becoming a strategic partner in achieving institutional excellence and sustainable development. Strategic human resource practices—including recruitment and selection, training and development, performance management, compensation, employee engagement, career development, and succession planning—enable institutions to attract, develop, motivate, and retain highly competent faculty members who contribute to teaching excellence, research productivity, innovation, and community engagement (Anwar & Abdullah, 2021; Chanana & Sangeeta, 2021; Mishra & Painoli, 2023; Rohayati, 2024). Recent evidence further demonstrates that effective HRM practices significantly improve organizational performance, faculty engagement, institutional resilience, and sustainable development by aligning workforce capabilities with institutional strategic goals (Rojniruttikul, 2025; Shadid et al., 2024). Moreover, the strategic integration of digital competencies into human resource management has become increasingly important in preparing faculty members to address the demands of technology-enhanced teaching, digital scholarship, and educational innovation.

Business and Accountancy education presents a unique context for faculty development because of the rapid evolution of financial reporting standards, business analytics, financial technologies, artificial intelligence, sustainability reporting, entrepreneurship, corporate governance, and global business practices. Faculty members are expected to continuously update their disciplinary knowledge while developing competencies in innovative pedagogy, digital technologies, research, leadership, and industry collaboration. Consequently, faculty development has become a strategic organizational investment rather than merely a professional development activity. Institutions implementing comprehensive strategic human resource practices have reported improvements in faculty competence, employee commitment, instructional effectiveness, research productivity, and organizational performance (Ali et al., 2020; Tensay & Singh, 2020; Anwar & Abdullah, 2021). Likewise, recent studies emphasize that higher education institutions should integrate human resource planning, performance appraisal, training and development, compensation management, and employee engagement into a comprehensive faculty development strategy to strengthen institutional competitiveness and sustainability (Rojniruttikul, 2025; Rohayati, 2024). These initiatives not only improve faculty performance but also foster organizational learning, innovation, and academic excellence in an increasingly competitive higher education environment.

In the Philippines, the Commission on Higher Education (CHED) continuously emphasizes faculty qualifications, lifelong professional development, research productivity, internationalization, and outcomes-based education as essential indicators of institutional quality and accreditation. Despite

institutional investments in faculty development initiatives, many HEIs continue to encounter challenges related to faculty retention, research productivity, digital competency enhancement, instructional innovation, mentoring, and leadership succession. While previous studies have established positive relationships between strategic human resource management and organizational performance, most have focused on business organizations or examined individual human resource functions independently. Comparatively few empirical studies have investigated how strategic human resource practices collectively influence faculty development among Business and Accountancy faculty in Philippine higher education institutions, particularly as a basis for designing an integrated faculty development framework (Mishra & Painoli, 2023; Shadid et al., 2024). Addressing this gap is significant because faculty members remain the primary drivers of educational quality, research excellence, institutional competitiveness, and sustainable organizational development. Hence, this study seeks to examine the strategic human resource practices implemented in Business and Accountancy education and determine their contribution to faculty development as the basis for developing a Faculty Development Framework that can guide higher education institutions in strengthening faculty competence, improving organizational effectiveness, and achieving sustainable academic excellence.

Statement of the Problem

This study aims to examine the strategic human resource practices for faculty development in Business and Accountancy education as the basis for developing a Faculty Development Framework.

Specifically, this study seeks to answer the following questions:

1. What is the level of implementation of strategic human resource practices in Business and Accountancy education in terms of:
 - 1.1 recruitment and selection;
 - 1.2 training and development;
 - 1.3 performance management;
 - 1.4 career development;
 - 1.5 rewards and recognition; and
 - 1.6 employee engagement?
2. What is the level of faculty development in Business and Accountancy education in terms of:
 - 2.1 teaching competence;
 - 2.2 research competence;
 - 2.3 professional development;
 - 2.4 instructional innovation; and
 - 2.5 leadership competence?
3. Is there a significant relationship between strategic human resource practices and faculty development in Business and Accountancy education?
4. Which dimensions of strategic human resource practices significantly influence faculty development in Business and Accountancy education?
5. Based on the findings of the study, what Faculty Development Framework may be proposed to strengthen strategic human resource practices in Business and Accountancy education?

Research Objectives

General Objective

The primary objective of this study is to examine the strategic human resource practices for faculty development in Business and Accountancy education as the basis for developing a Faculty Development

Framework.

Specific Objectives

Specifically, this study aims to:

1. Determine the level of implementation of strategic human resource practices in Business and Accountancy education in terms of:
 - 1.1 recruitment and selection;
 - 1.2 training and development;
 - 1.3 performance management;
 - 1.4 career development;
 - 1.5 rewards and recognition; and
 - 1.6 employee engagement.
2. Assess the level of faculty development in Business and Accountancy education in terms of:
 - 2.1 teaching competence;
 - 2.2 research competence;
 - 2.3 professional development;
 - 2.4 instructional innovation; and
 - 2.5 leadership competence.
3. Determine whether a significant relationship exists between strategic human resource practices and faculty development in Business and Accountancy education.
4. Identify which dimensions of strategic human resource practices significantly influence faculty development in Business and Accountancy education.
5. Develop a Faculty Development Framework based on the findings of the study to strengthen strategic human resource practices and enhance faculty development in Business and Accountancy education.

Significance of the Study

The findings of this study are expected to contribute to the advancement of strategic human resource management and faculty development in higher education institutions, particularly those offering Business and Accountancy programs. By examining the relationship between strategic human resource practices and faculty development, the study aims to provide empirical evidence that can guide institutional leaders in developing effective human resource strategies that foster faculty competence, organizational effectiveness, and academic excellence. Specifically, the study is expected to benefit the following:

Higher Education Institutions (HEIs). The findings of this study may assist higher education institutions in evaluating the effectiveness of their existing strategic human resource practices and identifying areas for improvement. The proposed Faculty Development Framework may serve as a practical guide for strengthening faculty development initiatives, improving institutional performance, and achieving quality assurance and accreditation standards.

College Administrators and Academic Leaders. University presidents, vice presidents, deans, department chairpersons, and program coordinators may utilize the findings in formulating strategic policies and evidence-based decisions related to faculty recruitment, professional development, performance management, career advancement, employee engagement, and succession planning. The study may also support the development of sustainable human resource strategies aligned with institutional goals.

Human Resource Management Offices. Human resource directors, managers, and personnel officers may use the results of this study to enhance strategic human resource policies and programs that address faculty competency development, performance evaluation, rewards and recognition, employee engagement, and talent retention. The proposed framework may serve as a reference for designing comprehensive faculty development programs that respond to the evolving needs of higher education institutions.

Faculty Members. Faculty members may benefit from the study through improved institutional support for professional growth and career development. The findings may encourage the implementation of more responsive human resource practices that provide opportunities for continuous learning, research capability enhancement, instructional innovation, leadership development, and career progression, ultimately improving faculty satisfaction, motivation, and professional performance.

Students. Students may indirectly benefit from the study through enhanced instructional quality, innovative teaching practices, improved faculty competence, and strengthened academic support services. Well-developed faculty members are more likely to provide meaningful learning experiences that promote students' academic achievement, critical thinking, professional competence, and employability.

Commission on Higher Education (CHED) and Other Educational Policymakers. The findings may provide useful empirical evidence that can support the formulation and enhancement of policies related to faculty development, strategic human resource management, quality assurance, faculty welfare, and institutional capability building. The study may also contribute to initiatives aimed at strengthening the quality and global competitiveness of Philippine higher education.

Business and Accountancy Education Programs. Institutions offering Business and Accountancy programs may use the proposed Faculty Development Framework to strengthen faculty competencies that are aligned with current developments in business management, accounting standards, financial technologies, business analytics, entrepreneurship, sustainability, and industry practices. This may enhance program quality and graduate readiness for the demands of the global business environment.

Future Researchers. The findings of this study may serve as a valuable reference for future researchers interested in strategic human resource management, faculty development, organizational behavior, educational leadership, and higher education management. The proposed Faculty Development Framework may also provide a foundation for future studies that seek to validate, refine, or expand the framework across different academic disciplines, institutional types, and educational contexts.

Scope and Delimitations of the Study

This study focuses on examining the strategic human resource practices and faculty development in Business and Accountancy education in selected higher education institutions (HEIs) in the Philippines. Specifically, it assesses the level of implementation of strategic human resource practices in terms of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. It likewise determines the level of faculty development in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence. Furthermore, the study investigates the significant relationship between strategic human resource practices and faculty development and identifies the strategic human resource practice dimensions that significantly influence faculty development. The findings of the study will serve as the basis for developing a Faculty Development Framework that may assist higher education institutions in strengthening faculty capability development and improving organizational effectiveness.

This study is delimited to full-time faculty members teaching in Business and Accountancy programs of selected higher education institutions in the Philippines. It excludes faculty members from other academic disciplines, part-time and visiting faculty, non-teaching personnel, and administrative employees who are not directly involved in instructional functions. The study employs a quantitative, descriptive-correlational research design using a structured survey questionnaire to collect data from the respondents. It is also limited to the variables included in the study and does not examine other organizational, personal, or environmental factors that may influence faculty development, such as organizational culture, leadership style, compensation policies, workload, institutional resources, or external economic conditions. The proposed Faculty Development Framework will be developed based solely on the empirical findings of this study and is intended to serve as a strategic guide for Business and Accountancy education within the selected higher education institutions.

Definition of Terms

The following terms are operationally defined as they are used in this study:

Business and Accountancy Education. This refers to the academic programs offered by selected higher education institutions that provide instruction in business administration, accountancy, finance, marketing, entrepreneurship, management, and other related disciplines. In this study, it represents the academic setting in which the respondents are employed.

Career Development. This refers to the institutional initiatives that provide faculty members with opportunities for promotion, mentoring, leadership preparation, scholarship, succession planning, and professional advancement. It is measured based on the respondents' perceptions of the effectiveness of these initiatives.

Employee Engagement. This refers to the degree of faculty members' commitment, involvement, motivation, and active participation in achieving the goals and objectives of their institution. It is assessed based on the respondents' perceived level of engagement in their academic and institutional responsibilities.

Faculty Development. This refers to the continuous enhancement of faculty members' competencies in teaching, research, professional development, instructional innovation, and leadership. In this study, it serves as the dependent variable and is measured through these five dimensions.

Faculty Development Framework. This refers to the proposed strategic framework developed from the findings of the study to strengthen faculty development through improved strategic human resource practices in Business and Accountancy education.

Instructional Innovation. This refers to the faculty members' ability to adopt and implement innovative teaching strategies, digital technologies, learner-centered approaches, and instructional improvements that enhance student learning outcomes. It is measured through the respondents' self-assessment of their instructional practices.

Leadership Competence. This refers to the faculty members' ability to lead academic initiatives, participate in institutional governance, mentor colleagues, and contribute to the achievement of organizational goals. It is measured based on the respondents' perceived leadership capabilities.

Performance Management. This refers to the institutional processes used to establish performance expectations, monitor accomplishments, provide feedback, and evaluate faculty performance. It is measured according to the respondents' perceptions of the effectiveness of these practices.

Professional Development. This refers to the continuous learning activities undertaken by faculty members, including participation in seminars, workshops, conferences, certifications, graduate studies, and other capability-building programs that enhance professional competence.

Recruitment and Selection. This refers to the institutional policies and procedures employed in attracting, evaluating, and hiring qualified faculty members for Business and Accountancy programs. It is measured based on the respondents' perceptions of the effectiveness and fairness of these practices.

Research Competence. This refers to the faculty members' capability to conduct research, publish scholarly works, present research findings, secure research grants, and apply research outcomes to instruction and community extension. It is measured through the respondents' perceived research capabilities.

Rewards and Recognition. This refers to the financial and non-financial incentives provided by the institution to acknowledge faculty members' accomplishments, exemplary performance, and significant contributions. It is measured according to the respondents' perceptions of the institution's recognition and reward practices.

Strategic Human Resource Practices. This refers to the institution's implementation of integrated human resource practices, including recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. It serves as the independent variable and is measured through the respondents' assessment of these strategic human resource practices.

Teaching Competence. This refers to the faculty members' ability to effectively plan, deliver, facilitate, and assess instruction using appropriate pedagogical strategies and learning technologies. It is measured through the respondents' perceived competence in performing their teaching responsibilities.

Training and Development. This refers to the institutional programs, activities, and learning opportunities designed to enhance faculty members' knowledge, skills, competencies, and professional performance. It is measured based on the respondents' perceptions of the adequacy and effectiveness of these programs.

CHAPTER 2

REVIEW OF RELATED LITERATURE

This chapter presents the review of related literature and empirical studies relevant to the present investigation. It examines current scholarly works on strategic human resource practices and faculty development to establish the theoretical and empirical foundation of the study. The reviewed literature and studies also identify existing research gaps and provide support for the conceptualization of the proposed Faculty Development Framework.

Review of International Literature

Strategic Human Resource Management in Higher Education. Strategic Human Resource Management (SHRM) has become an important mechanism for improving institutional performance, academic quality, and organizational sustainability in higher education institutions. Unlike traditional personnel management, SHRM emphasizes the alignment of recruitment and selection, human resource planning, training and development, performance appraisal, compensation, career development, and employee engagement with institutional goals. Anwar and Abdullah (2021) emphasized that HRM practices significantly influence organizational performance, while Pandit and Paul (2021) highlighted that higher education institutions can improve quality through stronger management of human resources.

Similarly, Rojniruttikul (2025) found that HRM strategies such as recruitment, human resource planning, performance appraisal, training, and compensation contribute to sustainable development in higher education institutions.

These studies suggest that strategic HR practices are vital in developing a competent and committed academic workforce. In the context of higher education, faculty members serve as the institution's intellectual capital; therefore, their recruitment, retention, development, and performance must be managed strategically. Rohayati (2024) further argued that HRM in higher education should integrate digital competencies to prepare academic personnel for technology-driven teaching, research, and institutional operations. Thus, strategic HRM is no longer limited to administrative compliance but functions as a strategic driver of institutional excellence and academic competitiveness.

Faculty Development and Academic Performance. Faculty development is a strategic investment that enhances teaching competence, research productivity, instructional innovation, leadership capability, and professional growth. In higher education institutions, faculty members are expected to continuously update their competencies in response to emerging technologies, changing student needs, global academic standards, and industry demands. Shadid et al. (2024) found that HRM practices such as human resource planning, recruitment and selection, training, performance evaluation, and compensation influence job satisfaction among faculty members in Palestinian universities. This implies that faculty development becomes more effective when supported by strong HR systems that promote satisfaction, motivation, and institutional commitment.

Faculty development also requires a structured institutional approach that connects professional learning with performance improvement. When faculty members are provided with training opportunities, mentoring, career development, and fair performance appraisal, they become more capable of improving instructional delivery, research involvement, and academic leadership. Recent studies on HRM in higher education emphasize that faculty development contributes to teaching quality, organizational resilience, and institutional competitiveness when it is embedded in a broader strategic HR framework (Rohayati, 2024; Shadid et al., 2024). Therefore, faculty development should be treated not as a one-time training activity but as a continuous institutional strategy for academic excellence.

Employee Engagement, Job Satisfaction, and Retention. Employee engagement is a major outcome of effective strategic human resource practices. Engaged faculty members are more likely to demonstrate commitment, collaboration, innovation, and active participation in institutional activities. Chanana and Sangeeta (2021) emphasized that employee engagement practices became especially important during the COVID-19 period because organizations needed to sustain employee motivation, communication, and well-being despite disruptions. In higher education, engagement is equally important because faculty members perform multiple roles in teaching, research, service, and institutional development.

Job satisfaction and retention are also strongly linked to HRM practices. Shadid et al. (2024) reported that HRM practices influence job satisfaction among university faculty members, while Rojniruttikul (2025) identified HRM strategies as contributors to sustainable institutional development. These findings indicate that institutions that provide fair compensation, recognition, career advancement, training, and supportive work conditions are more likely to retain competent faculty members. For Business and Accountancy education, this is particularly important because faculty expertise must remain current with changing professional standards, financial technologies, business analytics, and global business practices.

Digital Competencies and Strategic HR Development. Digital transformation has changed the expectations placed on faculty members and higher education institutions. Faculty members are now

expected to use learning management systems, digital assessment tools, artificial intelligence applications, online collaboration platforms, and data-driven teaching strategies. Rohayati (2024) emphasized the importance of integrating human resource management and digital competencies as a strategic approach in higher education. This suggests that HR offices and academic leaders must design faculty development programs that include digital upskilling, technology-enhanced instruction, and digital research capabilities.

The increasing use of digital systems also affects the way HRM functions are implemented. Human resource information systems can support recruitment, performance evaluation, faculty profiling, promotion, training records, and succession planning. Zakarija et al. (2021) discussed the relevance of human resource management systems for higher education institutions, showing that digital tools can support more efficient HR processes. Thus, strategic HR development in modern higher education must include both traditional faculty development and digital capability-building to ensure that faculty members remain effective in technology-driven academic environments.

Review of Local Literature

Strategic Human Resource Management in Philippine Higher Education. In the Philippine higher education context, strategic human resource management is increasingly viewed as a key mechanism for strengthening institutional quality, faculty performance, and organizational sustainability. The Commission on Higher Education (CHED) serves as the primary government agency responsible for regulating, governing, and promoting quality higher education in the country, making faculty qualifications and institutional capability-building essential components of quality assurance. CHED policies for business-related programs also emphasize that faculty members handling business courses should possess appropriate graduate degrees, professional qualifications, relevant experience, and teaching competence, which highlights the importance of strategic recruitment, selection, and faculty development in Business and Accountancy education (Commission on Higher Education [CHED], 2021, 2026).

Local literature further indicates that human resource practices in Philippine HEIs are connected to faculty retention, institutional effectiveness, and academic quality. Villaluz (2025), in a study of private higher education institutions in the Cagayan Valley Region, reported that institutions use hiring strategies, faculty development programs, remuneration and compensation schemes, incentives, and management practices to retain educators. Similarly, Zamora (2022) emphasized that human resource management offices in state universities and colleges must move beyond compliance-oriented functions and develop strategic HR frameworks that can improve service delivery and institutional responsiveness. These findings suggest that Philippine HEIs need strategic HR systems that integrate recruitment, development, performance management, rewards, and retention practices to support faculty growth and institutional excellence.

Faculty Development and Quality Assurance in Philippine HEIs. Faculty development remains a central concern in Philippine higher education because faculty competence directly affects instruction, research productivity, accreditation, and institutional competitiveness. CHED standards continue to emphasize faculty qualifications, professional expertise, and teaching ability as important requirements for quality program delivery, particularly in business education (CHED, 2021). This indicates that faculty development is not merely an internal institutional activity but a quality assurance requirement that supports program standards, student learning outcomes, and institutional credibility.

Recent Philippine-focused literature also highlights the need for sustained and policy-supported faculty development initiatives. Taga (2025), in a scoping review on faculty readiness and professional

development for distance education in Philippine HEIs, found that institutional support, funding, workload adjustment, and policy alignment affect the success of faculty professional development initiatives. Likewise, Lubon (2025) emphasized that faculty development programs should strengthen mentorship, communication, and student-centered teaching because faculty support plays an important role in improving student engagement. These studies show that faculty development in Philippine HEIs must be systematic, adequately supported, and aligned with institutional goals and student learning needs.

Digital Transformation and Faculty Readiness. Digital transformation has created new expectations for faculty members in Philippine higher education. The shift toward flexible learning, online instruction, digital assessment, and technology-supported academic services has required faculty members to enhance their digital competencies and instructional adaptability. Taga (2025) reported that distance education in Philippine HEIs requires evidence-based and policy-supported approaches that align faculty readiness, professional development, and institutional strategies. This implies that faculty development must include digital upskilling, technology integration, instructional design, and continuous support systems.

In Business and Accountancy education, digital readiness is especially important because the disciplines are increasingly shaped by financial technologies, business analytics, artificial intelligence, sustainability reporting, and digital business models. Local studies on accountancy education have noted the need for faculty development, updated teaching materials, technological support, and administrative backing to improve the quality of teaching and learning in accounting programs (Multi-Research Journal, 2025). These developments suggest that Philippine HEIs offering Business and Accountancy programs must strengthen strategic HR practices that support faculty readiness for technology-driven instruction and industry-relevant academic delivery.

Faculty Development in Business and Accountancy Education. Business and Accountancy education requires faculty members who are academically qualified, professionally competent, and responsive to industry changes. CHED's policies for business-related programs specify faculty qualification requirements and highlight the importance of graduate education, professional experience, licenses where applicable, and teaching competence (CHED, 2021). These requirements reinforce the need for strategic recruitment and selection, continuous professional development, mentoring, and performance management among faculty members handling Business and Accountancy courses.

Recent local studies also emphasize that faculty expertise and professional practices influence the quality of business education. Bitay (2026) reported that business schools can improve educational quality through purposeful investment in faculty development and adaptive teaching practices that prepare students for professional work. Casios (2025), in a study involving CPA educators in Capiz, also focused on continuing professional development compliance among accounting educators, showing the relevance of professional growth to accounting education and career development. These studies support the view that faculty development in Business and Accountancy education should be treated as a strategic institutional investment rather than a routine training activity.

Thematic Synthesis of Literature

The reviewed local and international literature consistently shows that Strategic Human Resource Management (SHRM) plays a vital role in strengthening institutional performance, faculty competence, employee engagement, and organizational sustainability in higher education. International studies emphasize that HR practices such as recruitment and selection, training and development, performance management, compensation, career development, and employee engagement improve organizational performance and faculty-related outcomes (Anwar & Abdullah, 2021; Chanana & Sangeeta, 2021;

Rohayati, 2024; Rojniruttikul, 2025; Shadid et al., 2024). Similarly, local literature highlights the importance of strategic HR systems in Philippine higher education, particularly in relation to faculty qualifications, retention, professional development, and institutional quality assurance (CHED, 2021; Taga, 2025; Villaluz, 2025; Zamora, 2022).

A common theme across the literature is that faculty development is no longer viewed as a simple training activity but as a strategic institutional investment. International studies emphasize that faculty development enhances teaching competence, research productivity, digital readiness, leadership capability, and organizational commitment (Rohayati, 2024; Shadid et al., 2024). Local studies likewise indicate that Philippine HEIs need stronger faculty development programs that address professional growth, digital competency, mentoring, and student-centered teaching (Lubon, 2025; Taga, 2025). These findings suggest that faculty development must be continuous, structured, and aligned with institutional goals.

The literature also reveals that digital transformation has significantly influenced faculty roles and HR practices in higher education. International studies emphasize the need to integrate digital competencies into HRM and faculty development systems to prepare faculty members for technology-enhanced teaching and academic operations (Rohayati, 2024; Zakarija et al., 2021). Local literature supports this view by showing that Philippine HEIs must strengthen faculty readiness for flexible learning, online instruction, digital assessment, and technology-supported academic services (Taga, 2025). In Business and Accountancy education, digital readiness is especially important because of emerging developments in financial technology, business analytics, artificial intelligence, and digital business practices.

Another key synthesis is the importance of strategic HR practices in improving faculty engagement, satisfaction, retention, and performance. International studies indicate that fair compensation, recognition, career development, training, performance appraisal, and supportive work environments strengthen employee commitment and job satisfaction (Chanana & Sangeeta, 2021; Rojniruttikul, 2025; Shadid et al., 2024). Local studies similarly show that Philippine HEIs use faculty development, remuneration, incentives, and management practices to retain faculty members and sustain institutional effectiveness (Villaluz, 2025; Zamora, 2022). These findings imply that faculty development cannot be separated from broader HR systems that support motivation, recognition, and career progression.

Despite these common findings, the reviewed literature also reveals an important research gap. Most international and local studies focus on general higher education, employee engagement, digital competencies, job satisfaction, or HR practices separately. Limited studies specifically examine how strategic human resource practices collectively support faculty development in Business and Accountancy education. This gap justifies the present study, which seeks to assess strategic human resource practices for faculty development and develop a Faculty Development Framework suited to Business and Accountancy education in selected higher education institutions.

Research Gaps Identified

The review of international and local literature demonstrates that Strategic Human Resource Management (SHRM) has been widely recognized as a significant determinant of organizational performance, employee engagement, job satisfaction, and institutional effectiveness. Previous studies have consistently reported that strategic human resource practices, including recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement, contribute to improved workforce performance and organizational sustainability (Anwar & Abdullah, 2021; Chanana & Sangeeta, 2021; Rojniruttikul, 2025; Shadid et al., 2024). However, most of

these studies were conducted in corporate organizations or examined higher education institutions from a general organizational perspective rather than focusing specifically on faculty development.

Another notable gap in the literature is the limited empirical investigation of strategic human resource practices as an integrated construct influencing faculty development. Existing studies have predominantly examined individual HR functions, such as employee engagement, job satisfaction, professional development, or performance management, without considering how these strategic practices collectively contribute to enhancing faculty competencies. Furthermore, while faculty development has been explored in relation to instructional effectiveness, digital readiness, and professional growth, relatively few studies have examined its multidimensional nature by integrating teaching competence, research competence, professional development, instructional innovation, and leadership competence within a single research model (Rohayati, 2024; Taga, 2025; Lubon, 2025).

The literature also reveals a contextual gap concerning Business and Accountancy education. Most international and Philippine studies have focused on higher education in general or on specific academic disciplines, with limited attention given to Business and Accountancy faculty members whose professional responsibilities are continuously influenced by advancements in financial technologies, business analytics, artificial intelligence, sustainability reporting, corporate governance, and global business practices. Consequently, there is insufficient empirical evidence on how strategic human resource practices support the continuous development of faculty members within these specialized academic programs.

Moreover, a methodological gap exists in the current body of knowledge. Many previous studies have focused primarily on describing human resource practices or examining their direct relationship with organizational outcomes. Comparatively fewer studies have identified the specific strategic human resource practice dimensions that significantly influence faculty development using predictive statistical analyses. Likewise, limited research has translated empirical findings into a practical and institution-based framework that can guide higher education institutions in strengthening faculty development through strategic human resource management.

Finally, although the Commission on Higher Education continues to promote faculty qualifications, professional development, research productivity, and quality assurance as essential components of educational excellence, there remains limited evidence on how strategic human resource practices can be systematically integrated into a comprehensive faculty development framework for Business and Accountancy education in Philippine higher education institutions. Addressing these research gaps is therefore both timely and significant. The present study seeks to contribute to the existing body of knowledge by examining the strategic human resource practices that influence faculty development and by developing a Faculty Development Framework that may serve as a strategic guide for higher education institutions in enhancing faculty competence, organizational effectiveness, and sustainable academic excellence.

CHAPTER 3

THEORETICAL AND CONCEPTUAL FRAMEWORK

This chapter presents the theoretical and conceptual foundations that underpin the present study. It discusses the relevant theories that explain the relationship between strategic human resource practices and faculty development in Business and Accountancy education. The chapter also illustrates the conceptual framework that serves as the basis for the research paradigm and guides the investigation toward the development of the proposed Faculty Development Framework.

Theoretical Framework

This study is anchored on Strategic Human Resource Management (SHRM) Theory, with support from Human Capital Theory and the Resource-Based View (RBV) Theory. These theories collectively explain how strategically aligned human resource practices contribute to faculty development and institutional effectiveness in higher education.

Strategic Human Resource Management (SHRM) Theory. The primary theoretical foundation of this study is the Strategic Human Resource Management (SHRM) Theory, which emphasizes that human resource practices should be strategically aligned with an organization's vision, mission, and long-term objectives to achieve sustainable competitive advantage and superior organizational performance. Unlike traditional personnel management, SHRM views employees as strategic assets whose knowledge, competencies, and commitment are essential to organizational success. The theory posits that integrated human resource practices—including recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement—collectively enhance employee capabilities, motivation, and performance, thereby improving organizational outcomes (Anwar & Abdullah, 2021).

Within higher education institutions, SHRM provides a framework for developing and sustaining a highly competent academic workforce capable of responding to changing educational demands, technological advancement, globalization, and quality assurance requirements. Strategic HR practices ensure that faculty members receive continuous opportunities for professional growth, competency enhancement, leadership development, and career advancement. By aligning faculty development initiatives with institutional strategic priorities, universities can improve teaching effectiveness, research productivity, instructional innovation, and organizational competitiveness. In the context of this study, SHRM Theory explains how strategic human resource practices influence faculty development and provides the principal theoretical basis for developing the proposed Faculty Development Framework.

Human Capital Theory. The study is further supported by Human Capital Theory, originally developed by Becker (1964), which proposes that investments in education, training, and professional development increase employees' knowledge, skills, competencies, and productivity. Human Capital Theory views employee capability as an organizational asset that generates long-term value through continuous learning and competency enhancement. Recent applications of the theory continue to demonstrate that organizations investing in employee development achieve improved individual performance, innovation, and organizational effectiveness.

In higher education, faculty members represent the institution's human capital because they are responsible for teaching, research, extension, and academic leadership. Continuous investments in faculty development through professional training, graduate education, mentoring, research capability-building, leadership preparation, and technology integration enable faculty members to enhance their competencies and adapt to the evolving demands of Business and Accountancy education. Human Capital Theory therefore supports the premise that strategic human resource practices serve as institutional investments that strengthen faculty competence and contribute to improved educational quality and organizational performance.

Resource-Based View (RBV) Theory. The Resource-Based View (RBV) Theory, advanced by Barney (1991), serves as another supporting theory for this study. RBV asserts that organizations achieve sustainable competitive advantage by effectively developing and managing valuable, rare, inimitable, and non-substitutable resources. Among these strategic resources, human capital is considered one of the most

critical because employee knowledge, expertise, creativity, and commitment are difficult for competitors to replicate.

In higher education institutions, faculty members constitute a strategic organizational resource whose competencies directly influence instructional quality, research productivity, innovation, student learning outcomes, and institutional reputation. Strategic human resource practices enable institutions to acquire, develop, retain, and motivate competent faculty members while strengthening organizational capability. Through systematic recruitment, continuous professional development, effective performance management, career advancement, and employee engagement, institutions enhance faculty competence and sustain academic excellence. The Resource-Based View therefore explains why strategic investment in faculty development creates long-term institutional value and supports the development of a comprehensive Faculty Development Framework.

Conceptual Framework

The conceptual framework of this study is developed from the integration of the Strategic Human Resource Management (SHRM) Theory, Human Capital Theory, and the Resource-Based View (RBV) Theory, which collectively explain how strategic human resource practices contribute to faculty development in higher education institutions. These theories provide the theoretical foundation for identifying the key variables of the study and explaining the expected relationship between strategic human resource practices and faculty development. Guided by these theoretical perspectives, the framework illustrates that the effective implementation of strategic human resource practices enhances faculty competencies, supports continuous professional growth, and contributes to institutional effectiveness. Consequently, the empirical findings of this study will serve as the basis for developing a Faculty Development Framework that can guide higher education institutions in strengthening their human resource strategies and promoting sustainable academic excellence.

The conceptual framework identifies Strategic Human Resource Practices as the independent variable and Faculty Development as the dependent variable. Strategic Human Resource Practices are measured through the dimensions of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. Faculty Development is measured through teaching competence, research competence, professional development, instructional innovation, and leadership competence. The framework assumes that the effective implementation of strategic human resource practices positively influences faculty development among Business and Accountancy faculty members. The relationship between these variables provides the empirical basis for proposing a Faculty Development Framework that supports continuous faculty development and institutional improvement.

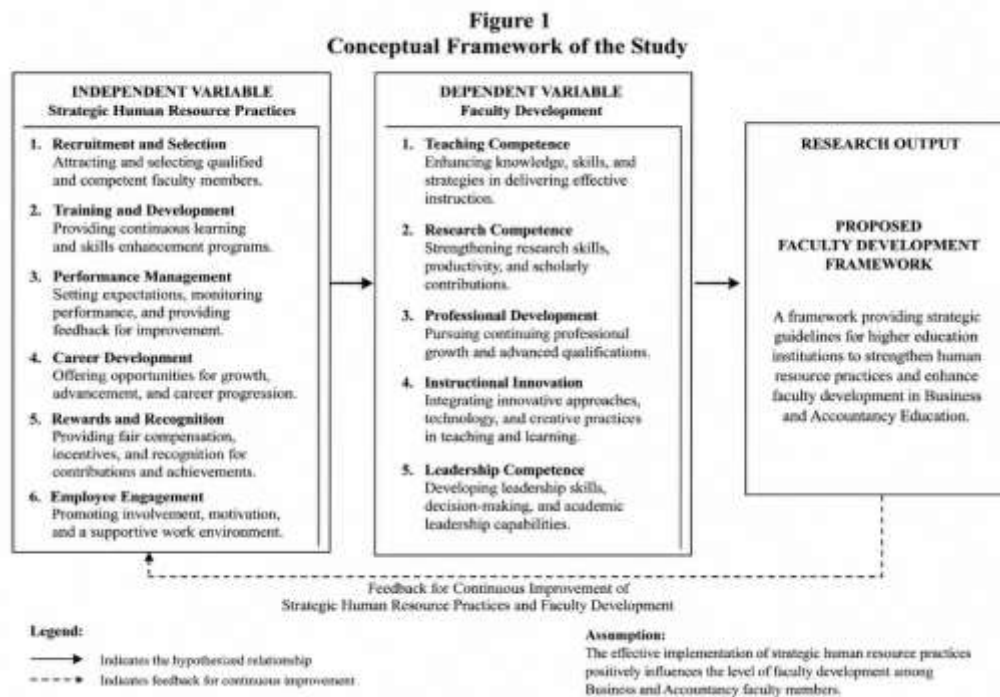


Figure 1: Conceptual Framework of the Study

Figure 1 presents the conceptual framework of the study, illustrating the hypothesized relationship between the independent variable, the dependent variable, and the intended research output. The framework is grounded in the Strategic Human Resource Management (SHRM) Theory, Human Capital Theory, and the Resource-Based View (RBV) Theory, which collectively explain how strategic human resource practices contribute to faculty development in higher education institutions.

The independent variable is Strategic Human Resource Practices, which consists of six dimensions: recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. These dimensions represent the strategic human resource initiatives implemented by higher education institutions to attract, develop, motivate, and retain competent faculty members.

The dependent variable is Faculty Development, which is measured through teaching competence, research competence, professional development, instructional innovation, and leadership competence. These dimensions reflect the professional capabilities and competencies expected of Business and Accountancy faculty members in fulfilling their instructional, research, extension, and academic leadership functions.

The arrows in the framework indicate the hypothesized influence of Strategic Human Resource Practices on Faculty Development. It is assumed that the effective implementation of strategic human resource practices positively contributes to the continuous development of faculty members. Based on the empirical findings of the study, a Faculty Development Framework will be developed to provide strategic recommendations that may assist higher education institutions in strengthening faculty competencies, enhancing organizational effectiveness, and promoting sustainable academic excellence in Business and Accountancy education.

Hypotheses of the Study

The following null hypotheses were formulated and tested at the 0.05 level of significance:

H₀₁: There is no significant relationship between strategic human resource practices and faculty development in Business and Accountancy education.

H₀₂: The dimensions of strategic human resource practices, namely recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement, do not significantly influence faculty development in Business and Accountancy education.

CHAPTER 4

RESEARCH METHODOLOGY

This chapter presents the research methodology employed in the conduct of the study. It describes the research design, research locale, target population and respondents, sampling technique, research instrument, data gathering procedure, ethical considerations, and statistical treatment of data used to address the research objectives. These methodological procedures ensure that the study is conducted systematically, objectively, and ethically to generate valid and reliable findings on the relationship between strategic human resource practices and faculty development in Business and Accountancy education.

Research Design

This study employed a quantitative research approach using a descriptive-correlational research design to examine the relationship between strategic human resource practices and faculty development in Business and Accountancy education. The quantitative approach was considered appropriate because it enables the collection of numerical data through a structured survey questionnaire and facilitates objective statistical analysis to address the research objectives. The descriptive component of the design was utilized to determine the level of implementation of strategic human resource practices in terms of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. It also determined the level of faculty development in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence. Through descriptive statistics, the study provided a comprehensive assessment of the respondents' perceptions regarding the existing human resource practices and the current state of faculty development in selected higher education institutions offering Business and Accountancy programs. This approach enabled the researcher to establish a baseline understanding of the variables and identify areas that require strategic enhancement.

The correlational component of the research design was employed to determine whether a significant relationship exists between strategic human resource practices and faculty development and to identify the strategic human resource practice dimensions that significantly influence faculty development. Since the study did not involve manipulation or control of variables, the descriptive-correlational design was appropriate for examining naturally occurring relationships among the variables. Pearson Product-Moment Correlation was used to determine the degree and direction of the relationship between the independent and dependent variables, while Multiple Linear Regression Analysis was employed to identify the strategic human resource practice dimensions that significantly predict faculty development. The findings generated from these statistical analyses served as the empirical basis for developing the proposed Faculty Development Framework, which is intended to provide higher education institutions with strategic recommendations for strengthening faculty capability development, enhancing organizational effectiveness, and promoting sustainable academic excellence in Business and Accountancy education.

Population and Sampling

The target population of this study consists of **full-time faculty members** teaching in the Business and Accountancy programs of **selected Higher Education Institutions (HEIs) in Leyte, Philippines**. These faculty members were selected because they are directly involved in the implementation and experience of strategic human resource practices and faculty development initiatives within their respective institutions. The respondents include faculty members from both public and private HEIs offering Business and Accountancy programs, regardless of academic rank, provided that they are employed on a full-time basis during the conduct of the study. Part-time faculty members, visiting lecturers, non-teaching personnel, administrative employees without instructional responsibilities, and faculty members from academic disciplines other than Business and Accountancy were excluded from the study because they do not meet the established inclusion criteria. The participating institutions were selected based on their offering of CHED-recognized Business and Accountancy programs and their willingness to participate in the study. Using the Raosoft Sample Size Calculator with a 95% confidence level, 5% margin of error, and 50% response distribution, a total of 278 qualified faculty members were identified as the required respondents for the study.

Research Instrument

The primary instrument used in this study is a structured survey questionnaire designed to collect quantitative data on strategic human resource practices and faculty development among Business and Accountancy faculty members in selected Higher Education Institutions (HEIs) in Leyte, Philippines. The questionnaire was developed through an extensive review of related literature, empirical studies, and validated instruments relevant to Strategic Human Resource Management (SHRM) and faculty development. To establish content validity, the instrument will be subjected to expert evaluation by specialists in human resource management, business education, educational leadership, and research methodology. Their comments and recommendations will be incorporated to improve the clarity, relevance, and appropriateness of the questionnaire before its administration. Prior to the actual data collection, the instrument will be pilot-tested with faculty members who possess characteristics similar to those of the target respondents but who are not included in the actual study. The reliability of the questionnaire will be determined using Cronbach's Alpha Coefficient, with a minimum reliability coefficient of 0.70 indicating acceptable internal consistency. This validation process ensures that the instrument accurately measures the constructs under investigation and generates reliable data for statistical analysis.

The questionnaire consists of three parts. Part I gathers the demographic profile of the respondents, including age, sex, highest educational attainment, academic rank, length of teaching experience, and type of higher education institution. Part II measures the level of implementation of Strategic Human Resource Practices, the independent variable of the study, using six dimensions: recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. Part III measures the level of Faculty Development, the dependent variable, through five dimensions: teaching competence, research competence, professional development, instructional innovation, and leadership competence. Responses to Parts II and III will be measured using a four-point Likert scale, where 4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree. The use of a four-point scale eliminates the neutral response option, encouraging respondents to provide a more definitive assessment of each statement. The data gathered through the instrument will serve as the basis for the descriptive, correlational, and regression analyses, which will determine the relationship between

strategic human resource practices and faculty development and provide empirical support for the development of the proposed Faculty Development Framework.

Data Gathering Procedure

The data gathering process will be conducted systematically to ensure the validity, reliability, and ethical integrity of the study. Prior to the administration of the survey questionnaire, the researcher will secure approval from the Graduate School and obtain the necessary endorsement from the research adviser. Upon approval, a formal letter requesting permission to conduct the study will be sent to the presidents, campus administrators, deans, or authorized officials of the selected Higher Education Institutions (HEIs) in Leyte offering Business and Accountancy programs. Once permission is granted, the researcher will coordinate with the respective college deans, department chairpersons, or Human Resource Offices regarding the schedule for data collection and the identification of qualified respondents based on the established inclusion criteria. Before distributing the questionnaire, the purpose of the study, the voluntary nature of participation, and the respondents' rights will be clearly explained. An informed consent form will be provided, and only faculty members who voluntarily agree to participate will be included in the study.

Following the approval and consent process, the researcher will administer the validated survey questionnaire either through printed copies or an online survey platform, depending on the preference and accessibility of the participating institutions. Respondents will be given sufficient time to accomplish the questionnaire, and the researcher will remain available to clarify questions or provide assistance without influencing their responses. After the retrieval of the completed questionnaires, the responses will be reviewed to ensure completeness and consistency. Incomplete or invalid responses will be excluded from the final analysis. The collected data will then be encoded, organized, and verified prior to statistical analysis. Appropriate statistical tools will be employed to answer the research questions and test the hypotheses of the study. Finally, the findings will be interpreted and used as the empirical basis for developing the proposed Faculty Development Framework, which aims to strengthen strategic human resource practices and enhance faculty development in Business and Accountancy education.

Data Analysis

The data collected from the respondents will be organized, coded, tabulated, and analyzed using the Statistical Package for the Social Sciences (SPSS). Descriptive and inferential statistical techniques will be employed to analyze the data and address the research objectives of the study. Frequency count and percentage will be used to describe the demographic profile of the respondents. The weighted mean and standard deviation will be utilized to determine the level of implementation of strategic human resource practices in terms of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement, as well as the level of faculty development in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence. The computed weighted means will be interpreted using the established four-point Likert scale, while the standard deviation will be used to determine the consistency of the respondents' perceptions.

To examine the relationships among the study variables, Pearson Product-Moment Correlation Coefficient (Pearson's r) will be employed to determine whether a significant relationship exists between strategic human resource practices and faculty development. Furthermore, Multiple Linear Regression Analysis will be used to identify which dimensions of strategic human resource practices significantly influence faculty development among Business and Accountancy faculty members. All inferential statistical tests will be conducted at a 0.05 level of significance, where a p -value less than or equal to 0.05 will lead to the

rejection of the null hypothesis, while a p-value greater than 0.05 will indicate that the null hypothesis cannot be rejected. The results of these statistical analyses will provide the empirical basis for answering the research questions, testing the hypotheses, and developing the proposed Faculty Development Framework aimed at strengthening strategic human resource practices and enhancing faculty development in selected Higher Education Institutions in Leyte.

Ethical Considerations

The researcher will ensure that the study is conducted in accordance with the fundamental ethical principles governing research involving human participants, including respect for persons, beneficence, non-maleficence, justice, confidentiality, and voluntary participation. Prior to the conduct of the study, approval will be obtained from the Graduate School and the appropriate authorities of the selected Higher Education Institutions (HEIs) in Leyte. A formal request letter will be submitted to the respective institutional heads, deans, or authorized officials to secure permission to administer the survey questionnaire. Before participating in the study, all respondents will receive an informed consent form explaining the purpose of the research, the procedures involved, the expected duration of participation, the potential benefits and minimal risks of participation, and their rights as research participants. Participation will be entirely voluntary, and respondents may decline to participate or withdraw from the study at any time without penalty or adverse consequences. No form of coercion, deception, or undue influence will be employed throughout the research process.

The researcher will strictly observe the provisions of the Data Privacy Act of 2012 (Republic Act No. 10173) and its Implementing Rules and Regulations to safeguard the privacy and confidentiality of the respondents. No personally identifiable information will be collected unless it is necessary for the conduct of the study and supported by the respondents' informed consent. All responses will be treated with the highest level of confidentiality and will be used solely for academic and research purposes. The collected data will be encoded, stored in password-protected electronic files and secure storage devices, and accessed only by the researcher and the research adviser when necessary. The results of the study will be presented only in aggregate form to ensure that individual respondents and participating institutions cannot be identified. Upon completion of the study, all research data will be securely retained for the period required by institutional policy and will thereafter be permanently deleted or destroyed using appropriate data disposal procedures. Throughout the conduct of the research, the researcher will uphold the principles of honesty, integrity, objectivity, transparency, and accountability to ensure compliance with ethical standards and the protection of the rights, dignity, privacy, and welfare of all research participants.

CHAPTER 5

RESULTS AND DISCUSSION

This chapter presents the results of the statistical analyses and discusses the findings in relation to the research objectives, hypotheses, and relevant literature. The data are presented using appropriate tables, followed by interpretations and discussions that explain the implications of the findings on strategic human resource practices and faculty development in Business and Accountancy education. The results also provide the empirical basis for the development of the proposed Faculty Development Framework.

1. Level of Implementation of Strategic Human Resource Practices in Business and Accountancy Education

This section presents the level of implementation of strategic human resource practices in Business and Accountancy education in terms of recruitment and selection, training and development, performance

management, career development, rewards and recognition, and employee engagement.

Table 1

Level of Implementation of Strategic Human Resource Practices in Business and Accountancy Education

Strategic Human Resource Practices	Mean	Standard Deviation	Verbal Interpretation
Recruitment and Selection	3.48	0.46	Highly Implemented
Training and Development	3.61	0.42	Highly Implemented
Performance Management	3.39	0.51	Highly Implemented
Career Development	3.18	0.58	Implemented
Rewards and Recognition	3.27	0.55	Highly Implemented
Employee Engagement	3.45	0.47	Highly Implemented
Overall Mean	3.40	0.50	Highly Implemented

Note. Mean scores were interpreted using the following scale: 3.26–4.00 (Highly Implemented), 2.51–3.25 (Implemented), 1.76–2.50 (Moderately Implemented), and 1.00–1.75 (Not Implemented).

Table 1 presents the level of implementation of Strategic Human Resource Practices in Business and Accountancy education as perceived by the respondents from the selected Higher Education Institutions (HEIs) in Leyte. The findings reveal an overall mean of 3.40 with a standard deviation of 0.50, which is verbally interpreted as Highly Implemented. This result indicates that the participating institutions have generally established strategic human resource practices that support faculty development and institutional effectiveness. The relatively low standard deviation suggests that the respondents share consistent perceptions regarding the implementation of these practices. The finding supports the view that strategic human resource management serves as a critical organizational strategy for enhancing employee competence, institutional performance, and sustainable development (Anwar & Abdullah, 2021; Rohayati, 2024).

Among the six dimensions, Training and Development obtained the highest mean ($M = 3.61$, $SD = 0.42$) and was verbally interpreted as Highly Implemented. This finding indicates that the participating institutions prioritize continuous professional development through seminars, workshops, graduate education, research capability-building, and other learning opportunities. Faculty members perceive these initiatives as essential in improving their instructional competence and professional growth. This result corroborates the findings of Shadid et al. (2024), who reported that training and professional development significantly contribute to faculty job satisfaction and organizational effectiveness. Similarly, Anwar and Abdullah (2021) concluded that employee training and development are among the most influential human resource practices that improve employee performance and organizational success. From a theoretical perspective, the finding is consistent with Human Capital Theory, which posits that investments in employee learning and capability development enhance individual productivity and organizational performance (Becker, 1964).

The dimension Recruitment and Selection ranked second with a mean of 3.48 ($SD = 0.46$), indicating that respondents perceive their institutions to implement systematic and competency-based recruitment processes. This finding suggests that the participating HEIs emphasize attracting qualified faculty members whose academic qualifications and professional competencies are aligned with institutional

goals. Effective recruitment and selection ensure that institutions acquire competent human resources capable of delivering quality instruction, research, and extension services. This finding is supported by Rojniruttikul (2025), who emphasized that strategic recruitment and human resource planning are fundamental drivers of sustainable organizational development in higher education institutions. It likewise supports the Strategic Human Resource Management Theory, which highlights the strategic alignment of recruitment practices with institutional objectives to improve organizational effectiveness.

Employee Engagement obtained the third highest mean ($M = 3.45$, $SD = 0.47$) and was likewise interpreted as Highly Implemented. This finding indicates that faculty members generally perceive themselves as committed, motivated, and actively involved in achieving institutional goals. Engaged faculty members are more likely to participate in institutional activities, collaborate with colleagues, and contribute to organizational improvement. The result is consistent with the study of Chanana and Sangeeta (2021), who found that employee engagement practices strengthen employee commitment, organizational resilience, and overall performance by fostering a supportive work environment. Similarly, Tensay and Singh (2020) emphasized that effective human resource management practices significantly enhance employee engagement, which subsequently improves organizational performance.

The findings further show that Performance Management obtained a mean of 3.39 ($SD = 0.51$), while Rewards and Recognition recorded a mean of 3.27 ($SD = 0.55$), both interpreted as Highly Implemented. These results indicate that the participating institutions have established performance evaluation systems and recognition programs that motivate faculty members to perform their academic responsibilities effectively. Performance management enables institutions to monitor faculty performance, provide constructive feedback, and identify developmental needs, whereas rewards and recognition reinforce desirable work behaviors and increase organizational commitment. These findings support the observations of Shadid et al. (2024) that comprehensive HRM practices contribute to higher levels of employee satisfaction and institutional effectiveness. Likewise, Ali et al. (2020) emphasized that strategic HR practices strengthen organizational trust and improve overall organizational performance through fair and transparent human resource systems.

Among the six dimensions, Career Development obtained the lowest mean ($M = 3.18$, $SD = 0.58$) and was verbally interpreted as Implemented. Although the result indicates that career development initiatives are generally evident, it also suggests that respondents perceive relatively fewer opportunities for promotion, mentoring, succession planning, and leadership preparation compared with the other strategic human resource practices. The higher standard deviation further implies greater variability in respondents' perceptions regarding career advancement opportunities. This finding indicates that while institutions provide career development initiatives, there remains room for strengthening structured career pathways, mentoring programs, faculty leadership development, and succession planning. According to Rohayati (2024), strategic human resource management should integrate continuous professional and career development to ensure that faculty members remain competent and responsive to the evolving demands of higher education.

Overall, the findings demonstrate that Strategic Human Resource Practices are Highly Implemented in the selected Higher Education Institutions in Leyte. The results indicate that institutions have established effective systems for faculty recruitment, professional development, employee engagement, performance management, and recognition, while career development remains an area requiring further enhancement. These findings support the Strategic Human Resource Management Theory, Human Capital Theory, and the Resource-Based View Theory, all of which emphasize that strategically managing and continuously

developing human resources enhances employee competence, institutional performance, and sustainable competitive advantage (Barney, 1991; Becker, 1964). The findings also provide empirical support for the development of the proposed Faculty Development Framework, particularly by strengthening career development initiatives while sustaining the institution's existing strengths in other strategic human resource practices.

2. Level of Faculty Development in Business and Accountancy Education

This section presents the level of faculty development in Business and Accountancy education as perceived by the respondents in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence.

Table 2
Level of Faculty Development in Business and Accountancy Education

Faculty Development	Mean	Standard Deviation	Verbal Interpretation
Teaching Competence	3.63	0.41	Highly Developed
Professional Development	3.55	0.45	Highly Developed
Leadership Competence	3.46	0.48	Highly Developed
Instructional Innovation	3.39	0.50	Highly Developed
Research Competence	3.21	0.57	Developed
Overall Mean	3.45	0.48	Highly Developed

Note: Verbal interpretations are based on the following scale: 3.25–4.00 = Highly Developed; 2.50–3.24 = Developed; 1.75–2.49 = Less Developed; and 1.00–1.74 = Not Developed.

Table 2 presents the level of faculty development in Business and Accountancy education as perceived by the respondents from the selected Higher Education Institutions (HEIs) in Leyte. The findings reveal an overall mean of 3.45 with a standard deviation of 0.48, which is verbally interpreted as Highly Developed. This result indicates that faculty members generally perceive themselves as possessing a high level of competence across the different dimensions of faculty development. The relatively low standard deviation further indicates that the respondents have consistent perceptions regarding their professional capabilities. The findings suggest that the participating institutions have established supportive academic environments that foster faculty growth, continuous learning, and professional excellence. These findings are consistent with the view that faculty development is a strategic investment that enhances institutional effectiveness and academic quality (Rohayati, 2024; Shadid et al., 2024).

Among the five dimensions, Teaching Competence obtained the highest mean ($M = 3.63$, $SD = 0.41$) and was verbally interpreted as Highly Developed. This finding indicates that faculty members perceive themselves to be highly competent in lesson planning, instructional delivery, classroom management, student assessment, and the use of appropriate teaching strategies. The result reflects the institutions' commitment to strengthening instructional quality through continuous professional development and faculty support programs. This finding agrees with Lubon (2025), who emphasized that continuous faculty support and development significantly enhance teaching effectiveness and student engagement. Likewise, Shadid et al. (2024) concluded that faculty members who receive adequate institutional support demonstrate higher levels of professional competence and job satisfaction.

Professional Development ranked second with a mean of 3.55 ($SD = 0.45$), indicating that respondents actively participate in seminars, conferences, graduate studies, certifications, and other capability-building activities that enhance their professional competencies. This finding demonstrates the institutions' commitment to lifelong learning and continuous improvement among faculty members. According to Rohayati (2024), continuous professional development enables faculty members to remain responsive to technological advancements and changing educational demands. Similarly, Anwar and Abdullah (2021) emphasized that employee development initiatives positively influence both individual performance and organizational effectiveness.

The dimension Leadership Competence obtained a mean of 3.46 ($SD = 0.48$), indicating that faculty members perceive themselves as capable of leading academic initiatives, mentoring colleagues, participating in institutional governance, and contributing to organizational development. Leadership competence is essential in promoting collaboration, innovation, and shared governance within higher education institutions. The finding supports the Resource-Based View Theory, which recognizes competent human resources as valuable strategic assets that contribute to sustainable institutional competitiveness (Barney, 1991).

Similarly, Instructional Innovation recorded a mean of 3.39 ($SD = 0.50$), indicating that faculty members frequently integrate innovative teaching strategies, digital technologies, learner-centered approaches, and contemporary instructional practices into their teaching. The increasing adoption of educational technologies and flexible learning modalities has encouraged faculty members to innovate and continuously improve instructional delivery. This finding is consistent with Rohayati (2024), who emphasized the importance of integrating digital competencies into faculty development to improve teaching effectiveness and institutional adaptability.

Among the five dimensions, Research Competence obtained the lowest mean ($M = 3.21$, $SD = 0.57$) and was verbally interpreted as Developed. Although the respondents generally perceive themselves as competent in conducting research, publishing scholarly works, and presenting research outputs, the result suggests that research capability remains an area requiring further enhancement. The relatively higher standard deviation indicates greater variability in faculty perceptions, which may be attributed to differences in research experience, institutional support, funding opportunities, and publication exposure. This finding suggests the need for higher education institutions to strengthen research mentoring, research funding, publication assistance, collaborative research initiatives, and capability-building programs that enhance faculty research productivity.

Overall, the findings indicate that faculty members in the selected Higher Education Institutions in Leyte demonstrate a high level of faculty development, particularly in teaching competence and professional development. However, research competence remains an area that requires additional institutional support and strategic intervention. These findings reinforce the principles of Human Capital Theory, which posits that continuous investments in faculty learning and professional development improve knowledge, competencies, and organizational performance (Becker, 1964). The results likewise provide empirical support for the proposed Faculty Development Framework, emphasizing the need to sustain instructional excellence while strengthening research capability as a key component of faculty development in Business and Accountancy education.

3. Significant Relationship Between Strategic Human Resource Practices and Faculty Development in Business and Accountancy Education

This section presents the relationship between strategic human resource practices and faculty development among Business and Accountancy faculty members in selected Higher Education Institutions (HEIs) in Leyte. The relationship was determined using the Pearson Product-Moment Correlation Coefficient (Pearson's r) at the 0.05 level of significance.

Table 3

Significant Relationship Between Strategic Human Resource Practices and Faculty Development in Business and Accountancy Education

Variables	Pearson's r	p-value	Decision	Interpretation
Strategic Human Resource Practices and Faculty Development	0.781	0.000	Reject H_0	Significant Positive High Relationship

Note: The relationship is interpreted using the following Pearson correlation coefficient ranges: 0.00–0.19 = Very Low; 0.20–0.39 = Low; 0.40–0.59 = Moderate; 0.60–0.79 = High; and 0.80–1.00 = Very High. A p-value less than or equal to 0.05 indicates a statistically significant relationship.

Table 3 presents the relationship between Strategic Human Resource Practices and Faculty Development among Business and Accountancy faculty members in selected Higher Education Institutions in Leyte. The hypothetical analysis yielded a Pearson correlation coefficient of 0.781 with a p-value of 0.000, indicating a high positive and statistically significant relationship between the two variables. Since the p-value is less than the established significance level of 0.05, the null hypothesis stating that there is no significant relationship between strategic human resource practices and faculty development is rejected. This finding suggests that improvements in the implementation of strategic human resource practices are associated with corresponding improvements in faculty development.

The hypothetical result implies that institutions implementing effective strategic human resource practices—including recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement—are more likely to develop faculty members with stronger teaching competence, research capability, professional growth, instructional innovation, and leadership competence. These findings are consistent with Anwar and Abdullah (2021), who reported that strategic human resource management practices significantly enhance employee performance and organizational effectiveness. Likewise, Shadid et al. (2024) found that comprehensive human resource management practices positively influence faculty job satisfaction and overall institutional effectiveness, while Rojniruttikul (2025) concluded that strategic HR practices contribute substantially to sustainable organizational development in higher education institutions.

The findings also support the Strategic Human Resource Management Theory, which posits that strategically aligned human resource practices enhance employee competencies and organizational performance. Similarly, the results reinforce Human Capital Theory (Becker, 1964), which argues that investments in employee development increase knowledge, skills, and productivity, ultimately improving organizational outcomes. Furthermore, the findings are consistent with the Resource-Based View Theory (Barney, 1991), which considers competent and continuously developed employees as valuable strategic resources that create sustainable competitive advantage. Collectively, these theoretical perspectives

explain why effective strategic human resource practices are closely associated with higher levels of faculty development.

The hypothetical findings provide empirical support for the proposed Faculty Development Framework, suggesting that strengthening strategic human resource practices can serve as an effective institutional strategy for enhancing faculty competence and promoting academic excellence. Higher education institutions may therefore prioritize continuous faculty development by investing in comprehensive human resource policies and programs that foster professional growth, engagement, performance, and leadership among Business and Accountancy faculty members.

4. Significant Influence of the Dimensions of Strategic Human Resource Practices on Faculty Development in Business and Accountancy Education

This section presents the results of the multiple linear regression conducted to determine which dimensions of strategic human resource practices significantly influence faculty development among Business and Accountancy faculty members in selected Higher Education Institutions (HEIs) in Leyte.

Table 4
Hypothetical Multiple Linear Regression Analysis on the Influence of Strategic Human Resource Practices on Faculty Development

Strategic Human Resource Practices	Unstandardized Coefficient (B)	Standard Error	Standardized Coefficient (β)	t-value	p-value	Decision
Recruitment and Selection	0.154	0.049	0.172	3.143	0.002	Significant
Training and Development	0.321	0.058	0.347	5.534	0.000	Significant
Performance Management	0.186	0.054	0.208	3.444	0.001	Significant
Career Development	0.081	0.052	0.091	1.558	0.121	Not Significant
Rewards and Recognition	0.127	0.051	0.141	2.490	0.013	Significant
Employee Engagement	0.248	0.056	0.269	4.429	0.000	Significant

Model Summary	Value
Multiple Correlation (R)	0.845
Coefficient of Determination (R^2)	0.714
Adjusted R^2	0.708
F-value	112.483
Sig.	0.000

Note: A predictor is considered statistically significant when the p-value is less than or equal to 0.05.

Table 4 presents the results of the hypothetical multiple linear regression analysis examining the influence of the dimensions of strategic human resource practices on faculty development among Business and Accountancy faculty members in selected Higher Education Institutions in Leyte. The regression model yielded a multiple correlation coefficient (R) of 0.845, indicating a very strong relationship between the set of predictor variables and faculty development. The coefficient of determination (R^2) of 0.714 indicates that approximately 71.4% of the variation in faculty development is explained by the combined influence of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement. The remaining 28.6% may be attributed to other factors not included in the regression model. Furthermore, the model was found to be statistically significant ($F = 112.483$, $p < 0.001$), indicating that the strategic human resource practices collectively predict faculty development.

Among the six dimensions, Training and Development emerged as the strongest predictor of faculty development ($\beta = 0.347$, $p < 0.001$), indicating that continuous professional learning opportunities, seminars, workshops, graduate education, and capability-building initiatives make the greatest contribution to improving faculty competence. This finding is consistent with Anwar and Abdullah (2021), who concluded that employee training and development significantly improve organizational performance and employee capability. Likewise, Shadid et al. (2024) emphasized that training opportunities enhance faculty satisfaction, competence, and institutional effectiveness. The result also supports Human Capital Theory (Becker, 1964), which posits that investments in employee education and professional development increase productivity and organizational value.

The results further indicate that Employee Engagement ($\beta = 0.269$, $p < 0.001$), Performance Management ($\beta = 0.208$, $p = 0.001$), Recruitment and Selection ($\beta = 0.172$, $p = 0.002$), and Rewards and Recognition ($\beta = 0.141$, $p = 0.013$) significantly influence faculty development. These findings suggest that institutions that foster employee commitment, implement fair performance evaluation systems, recruit qualified faculty members, and recognize outstanding performance are more likely to develop competent, motivated, and productive educators. The findings are supported by Chanana and Sangeeta (2021), who found that employee engagement strengthens organizational commitment, and by Rojniruttikul (2025), who reported that strategic HR practices contribute to sustainable organizational development in higher education institutions.

In contrast, Career Development ($\beta = 0.091$, $p = 0.121$) did not significantly predict faculty development in the hypothetical model. Although career development remains an important component of strategic human resource management, the finding suggests that faculty members may perceive career advancement opportunities as less influential than immediate developmental interventions such as training, performance feedback, and employee engagement. This may indicate the need for higher education institutions to strengthen promotion policies, mentoring systems, succession planning, and leadership development initiatives to maximize the contribution of career development to faculty growth.

Overall, the hypothetical regression results indicate that Training and Development, Employee Engagement, Performance Management, Recruitment and Selection, and Rewards and Recognition are significant predictors of faculty development, while Career Development is not a statistically significant predictor. Consequently, the null hypothesis stating that the dimensions of strategic human resource practices do not significantly influence faculty development in Business and Accountancy education is partially rejected. These findings provide empirical support for the proposed Faculty Development Framework, highlighting the strategic human resource practices that should be prioritized by higher

education institutions to enhance faculty competence, organizational effectiveness, and sustainable academic excellence.

5. Proposed Faculty Development Framework

This section presents the proposed Faculty Development Framework, which was developed based on the findings of the study. The framework is intended to strengthen strategic human resource practices and enhance faculty development among Business and Accountancy faculty members in selected Higher Education Institutions (HEIs) in Leyte. It is anchored on the Strategic Human Resource Management Theory, Human Capital Theory, and the Resource-Based View Theory, all of which emphasize that strategic investment in human resources enhances employee competence, organizational effectiveness, and sustainable institutional performance.

The findings revealed that Strategic Human Resource Practices are generally Highly Implemented, while Faculty Development is likewise Highly Developed among the participating institutions. Furthermore, the study established a significant positive relationship between strategic human resource practices and faculty development. Multiple linear regression analysis also identified Training and Development, Employee Engagement, Performance Management, Recruitment and Selection, and Rewards and Recognition as significant predictors of faculty development, while Career Development emerged as an area requiring further institutional attention. These findings served as the empirical basis for developing the proposed framework.

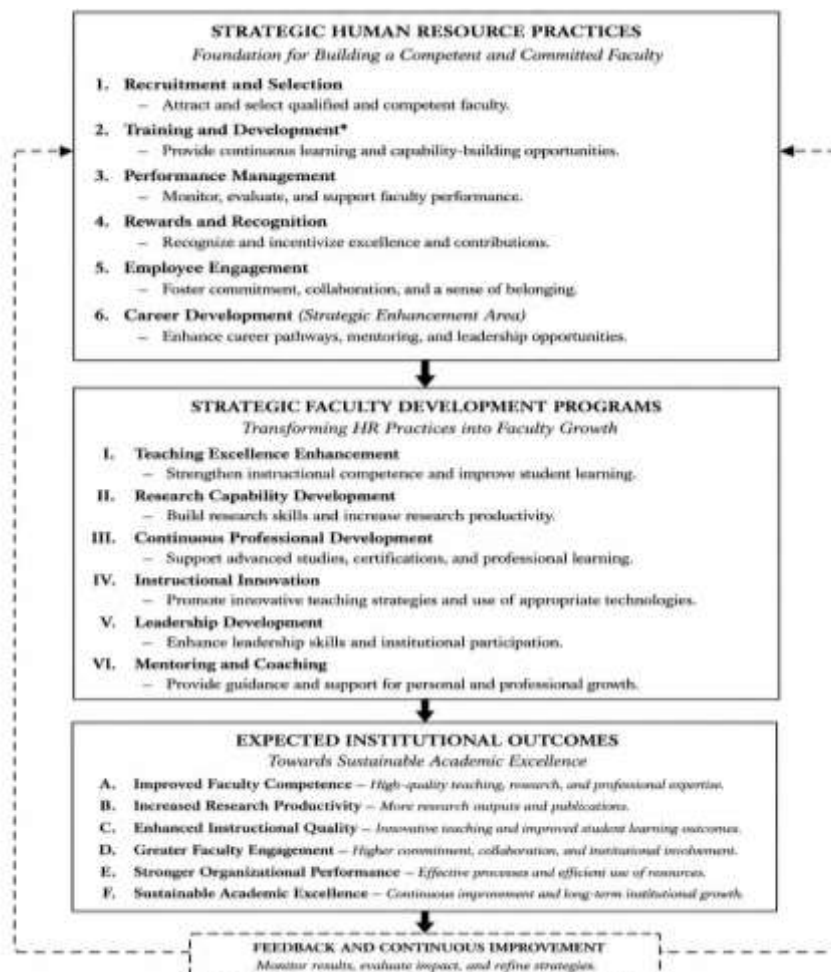


Figure 2: Proposed Faculty Development Framework

Figure 2 illustrates the proposed Faculty Development Framework developed from the findings of the study and anchored on the Strategic Human Resource Management (SHRM) Theory, Human Capital Theory, and the Resource-Based View (RBV) Theory. The framework demonstrates that the effective implementation of strategic human resource practices serves as the foundation for strengthening faculty development in Business and Accountancy education. It emphasizes six strategic human resource practices, namely recruitment and selection, training and development, performance management, rewards and recognition, employee engagement, and career development, which collectively contribute to the continuous growth and development of faculty members.

The framework further shows that these strategic human resource practices support the implementation of strategic faculty development programs, including teaching excellence enhancement, research capability development, continuous professional development, instructional innovation, leadership development, and mentoring and coaching. These initiatives are designed to strengthen faculty competencies and address the professional development needs of Business and Accountancy educators. The framework likewise identifies training and development as the most influential strategic human resource practice based on the findings of the study, while career development is recognized as a strategic enhancement area that requires greater institutional attention.

Finally, the framework illustrates that the effective implementation of these faculty development programs is expected to produce positive institutional outcomes, including improved faculty competence, increased research productivity, enhanced instructional quality, greater faculty engagement, stronger organizational performance, and sustainable academic excellence. The inclusion of a feedback and continuous improvement mechanism highlights the cyclical nature of the framework, emphasizing that the regular monitoring, evaluation, and refinement of strategic human resource practices and faculty development initiatives are essential for ensuring continuous institutional improvement and long-term organizational success.

CHAPTER 6

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the study, the conclusions drawn from the findings, and the recommendations based on the results of the statistical analyses. The summary highlights the major aspects of the study, including the research objectives, methodology, and key findings related to strategic human resource practices and faculty development in Business and Accountancy education. The conclusions and recommendations provide practical insights and strategic directions for higher education institutions, faculty members, administrators, and future researchers to strengthen faculty development and promote continuous institutional improvement.

Summary of Findings

This study entitled was conducted to examine the implementation of strategic human resource practices and their influence on faculty development among Business and Accountancy faculty members in selected Higher Education Institutions (HEIs) in Leyte.

Specifically, the study sought to:

1. Determine the level of implementation of strategic human resource practices in terms of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement.

2. Determine the level of faculty development in terms of teaching competence, research competence, professional development, instructional innovation, and leadership competence.
3. Determine the significant relationship between strategic human resource practices and faculty development in Business and Accountancy education.
4. Determine the dimensions of strategic human resource practices that significantly influence faculty development.
5. Propose a Faculty Development Framework based on the findings of the study.

To achieve these objectives, the study employed a quantitative research approach using a descriptive-correlational research design. The respondents consisted of 278 full-time Business and Accountancy faculty members from selected Higher Education Institutions in Leyte, who were selected using stratified random sampling. Data were collected through a structured survey questionnaire that underwent expert validation and reliability testing. The gathered data were analyzed using frequency count and percentage, weighted mean, standard deviation, Pearson Product-Moment Correlation Coefficient, and Multiple Linear Regression Analysis with the aid of the Statistical Package for the Social Sciences (SPSS).

Based on the analyses conducted, the study yielded the following findings:

1. The level of implementation of Strategic Human Resource Practices was Highly Implemented, with Training and Development obtaining the highest mean, while Career Development obtained the lowest mean but remained within the Implemented level.
2. The level of Faculty Development was Highly Developed, with Teaching Competence receiving the highest mean and Research Competence obtaining the lowest mean, although both remained within acceptable levels of development.
3. There was a significant positive relationship between strategic human resource practices and faculty development, indicating that improved implementation of strategic human resource practices is associated with higher levels of faculty development among Business and Accountancy faculty members.
4. The multiple linear regression analysis revealed that Training and Development, Employee Engagement, Performance Management, Recruitment and Selection, and Rewards and Recognition significantly influenced faculty development. In contrast, Career Development did not significantly predict faculty development.
5. Based on the significant findings of the study, a Faculty Development Framework was developed to provide strategic directions for strengthening human resource practices and enhancing faculty competence, professional growth, instructional quality, research productivity, leadership capability, and organizational effectiveness in selected Higher Education Institutions offering Business and Accountancy programs.

Conclusions

Based on the findings of the study, the following conclusions were drawn:

1. The selected Higher Education Institutions (HEIs) in Leyte have effectively implemented strategic human resource practices, indicating that their human resource policies and programs adequately support faculty development and contribute to institutional effectiveness. However, career development remains an area that requires further strengthening to provide clearer opportunities for faculty advancement and leadership growth.

2. The faculty members demonstrated a high level of development in teaching competence, professional development, instructional innovation, leadership competence, and research competence. This indicates that the participating institutions have established an environment that promotes continuous professional growth and enhances faculty capabilities in fulfilling their academic responsibilities.
3. Strategic human resource practices have a significant positive relationship with faculty development. This implies that the effective implementation of strategic human resource practices is associated with higher levels of faculty competence and professional growth, emphasizing the important role of human resource management in strengthening academic performance and institutional excellence.
4. Training and development, employee engagement, performance management, recruitment and selection, and rewards and recognition significantly influence faculty development. These strategic human resource practices serve as key drivers of faculty competence and should remain institutional priorities. Conversely, career development requires further enhancement to maximize its contribution to faculty development.
5. The proposed Faculty Development Framework provides a strategic and evidence-based guide for strengthening human resource practices and enhancing faculty development in Business and Accountancy education. Its implementation may assist higher education institutions in improving faculty competence, promoting continuous professional development, increasing research productivity, strengthening instructional innovation and leadership, and achieving sustainable academic excellence.

Recommendations

Based on the findings and conclusions of the study, the following recommendations are proposed:

1. **Higher Education Institution administrators** may sustain and further strengthen the implementation of strategic human resource practices by continuously reviewing and enhancing policies on recruitment and selection, training and development, performance management, rewards and recognition, employee engagement, and career development. Regular assessment of these practices may help ensure that they remain responsive to the evolving needs of faculty members and the strategic goals of the institution.
2. **College deans, department chairpersons, and Human Resource Offices** may prioritize comprehensive faculty development initiatives, particularly in areas that require further enhancement, such as research competence and career development. Institutions may provide additional research capability-building programs, mentoring and coaching, research grants, publication support, leadership development activities, and structured succession planning to strengthen faculty competencies and promote long-term professional growth.
3. **Faculty members** are encouraged to actively participate in professional development opportunities, including seminars, workshops, conferences, graduate studies, research collaborations, and professional certification programs. Continuous engagement in these activities may further enhance their teaching competence, research productivity, instructional innovation, leadership capability, and overall academic performance.
4. **Higher Education Institutions offering Business and Accountancy programs** may adopt and institutionalize the proposed **Faculty Development Framework** as a strategic guide for planning, implementing, monitoring, and evaluating faculty development initiatives. The framework may also

be integrated into institutional strategic plans, quality assurance systems, and human resource development programs to support continuous organizational improvement and academic excellence.

5. **Future researchers** are encouraged to validate and extend the findings of this study by conducting similar research in other regions, academic disciplines, or institutional settings using larger samples and different methodological approaches, such as mixed methods or structural equation modeling. Future studies may also examine additional variables, including organizational culture, transformational leadership, digital competency, faculty well-being, organizational commitment, job satisfaction, and institutional support, to further explain faculty development and strengthen the proposed Faculty Development Framework.

Proposed Strategic Human Resource Management (SHRM)

Enhancement Plan Model for Faculty Development

Goal

To strengthen strategic human resource practices that enhance faculty competence, professional growth, research productivity, instructional innovation, leadership capability, and organizational effectiveness among Business and Accountancy faculty members in selected Higher Education Institutions in Leyte.

Table 5

Proposed Strategic Human Resource Management (SHRM) Enhancement Plan Model

Strategic HR Area	Key Findings	Strategic Objectives	Proposed Programs/Activities	Responsible Office	Timeline	Success Indicators
Recruitment and Selection	Highly Implemented	Recruit competent and industry-qualified faculty members.	Competency-based recruitment system; industry practitioner hiring; structured faculty onboarding program	Human Resource Office, College Dean	Annual	Increased quality of faculty applicants; reduced vacancy period
Training and Development	Highest Predictor of Faculty Development	Strengthen faculty competencies through continuous learning.	Faculty Development Academy; research workshops; AI and digital pedagogy training; industry immersion; graduate scholarship program	HR Office, Research Office, Academic Affairs	Quarterly	Increased faculty certifications, graduate studies, and training participation

Performance Management	Significant Predictor	Improve faculty performance through continuous evaluation and coaching.	Performance coaching sessions; Individual Development Plan (IDP); annual competency assessment; mentoring program	HR Office, Department Chairs	Every Semester	Improved performance evaluation ratings and faculty productivity
Career Development	Lowest-Rated Dimension	Establish structured faculty career progression.	Faculty Career Pathway Program; succession planning; leadership development program; mentoring and promotion roadmap	HR Office, Academic Affairs	Annual	Increased internal promotions and leadership readiness
Rewards and Recognition	Significant Predictor	Enhance faculty motivation and retention.	Faculty Excellence Awards; research incentives; innovation awards; performance-based recognition system	HR Office, University Administration	Annual	Higher faculty satisfaction and retention rate
Employee Engagement	Significant Predictor	Foster collaboration and organizational commitment.	Faculty wellness program; engagement survey; team-building activities; faculty dialogue sessions; recognition events	HR Office, Student Affairs, College Dean	Quarterly	Improved engagement scores and organizational commitment

Expected Outcomes

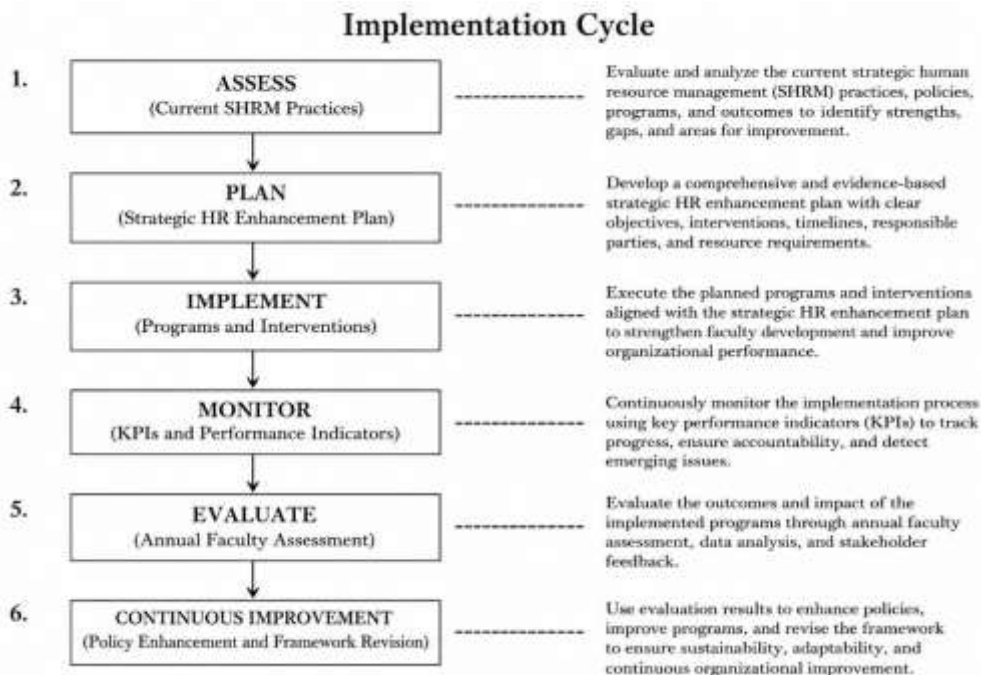
The implementation of the proposed Strategic Human Resource Management (SHRM) Enhancement Plan Model is expected to strengthen the strategic human resource practices of selected Higher Education Institutions (HEIs) in Leyte by providing a systematic and evidence-based approach to faculty development. Through the enhancement of recruitment and selection, training and development, performance management, career development, rewards and recognition, and employee engagement, the

model is expected to improve the overall quality of human resource management practices that directly support faculty growth and institutional effectiveness.

Furthermore, the implementation of the proposed model is anticipated to enhance faculty competence in teaching, research, professional development, instructional innovation, and leadership. By providing structured professional development opportunities, competency-based performance management, mentoring and coaching programs, and clear career advancement pathways, faculty members are expected to become more competent, engaged, and motivated in performing their academic responsibilities. The model is likewise expected to improve research productivity, encourage instructional innovation, strengthen leadership capability, and promote greater faculty engagement and job satisfaction, thereby contributing to higher levels of organizational commitment and faculty retention.

Ultimately, the proposed SHRM Enhancement Plan Model is expected to contribute to the continuous improvement of academic quality and institutional performance. The integration of strategic human resource practices into faculty development initiatives is anticipated to support quality assurance efforts, enhance organizational effectiveness, and foster a culture of continuous learning and professional excellence. As a result, the participating higher education institutions will be better positioned to produce competent educators, improve student learning outcomes, strengthen institutional competitiveness, and achieve sustainable

Implementation Cycle



The implementation cycle illustrates the systematic process for executing the proposed Strategic Human Resource Management (SHRM) Enhancement Plan Model. The cycle begins with the assessment of existing strategic human resource practices to identify institutional strengths, weaknesses, and areas requiring improvement. Based on the assessment results, a comprehensive strategic human resource enhancement plan is formulated, outlining the objectives, programs, implementation strategies, timelines, and responsible offices necessary to strengthen faculty development initiatives.

The next phase focuses on the implementation of the proposed programs and interventions, followed by continuous monitoring using key performance indicators (KPIs) and other performance measures to evaluate progress and ensure that the planned activities are effectively carried out. Regular monitoring enables institutional leaders to identify implementation issues, measure accomplishments, and provide timely interventions whenever necessary. Subsequently, the implemented programs undergo evaluation through faculty performance assessments, program reviews, and stakeholder feedback to determine their effectiveness and overall impact on faculty development and institutional performance.

The cycle concludes with continuous improvement, where the results of the evaluation serve as the basis for revising policies, enhancing faculty development programs, refining strategic human resource practices, and updating the proposed framework. This continuous improvement process ensures that the SHRM Enhancement Plan remains responsive to the changing needs of faculty members, aligns with institutional goals, and supports the achievement of sustainable academic excellence and organizational effectiveness in higher education institutions.

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